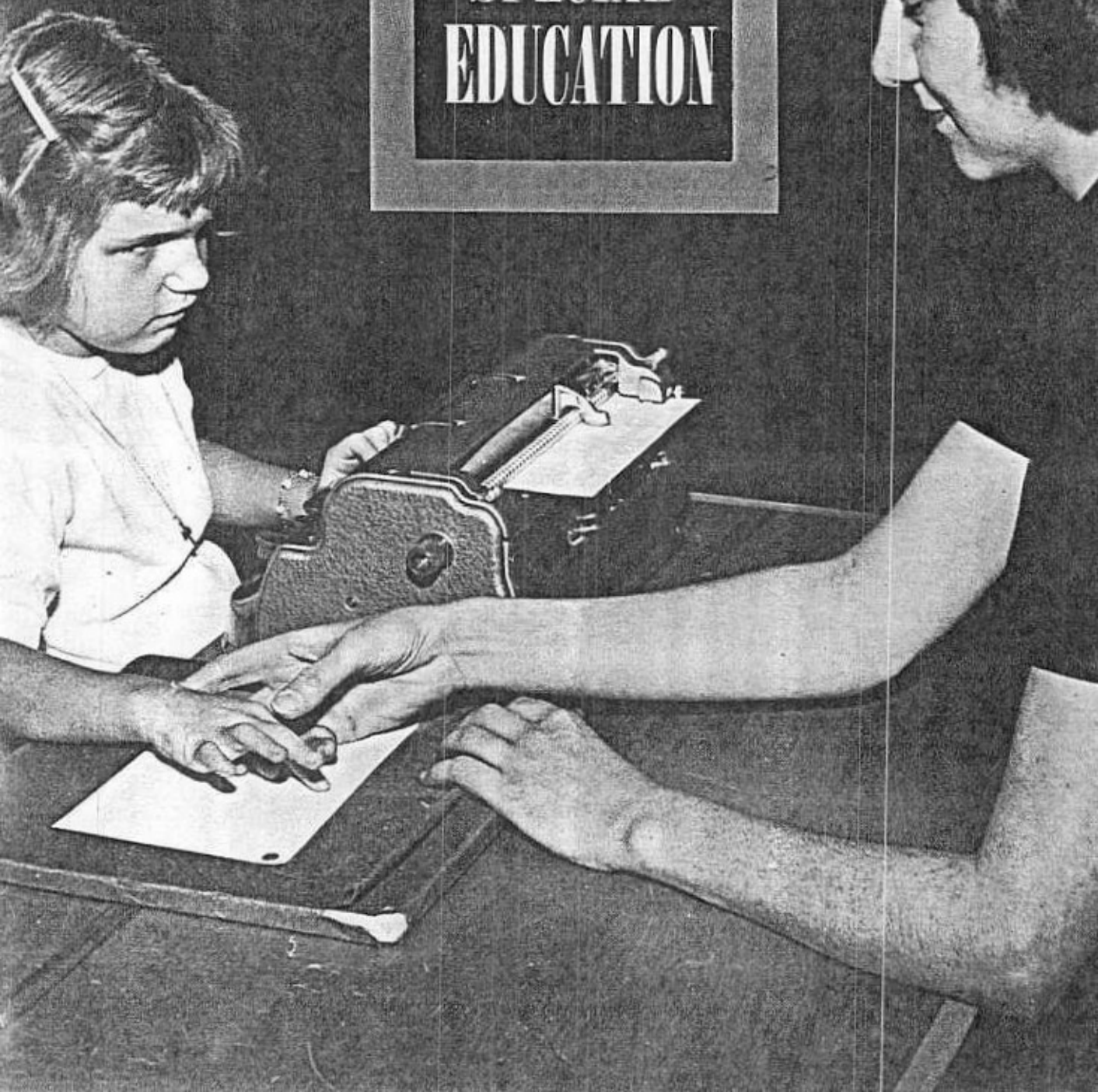


Sacramento City Unified School District



SPECIAL EDUCATION



THE MENTALLY HANDICAPPED

• WHO ARE TRAINABLE

- are severely retarded mentally
- often have other disabilities
- are immature socially and emotionally
- can be trained to perform many routine useful tasks
- will continue to need supervision and assistance as adults

• THESE CHILDREN NEED

- experiences with other children
- opportunities to learn and to enjoy success
- training in dressing, feeding, and other simple tasks
- instruction in safety, personal hygiene, and courtesy
- speech and language development
- the acceptance and understanding of the community
- sheltered workshops when they become adults

The severely retarded enjoy a well-balanced luncheon in the cafeteria of their own school.





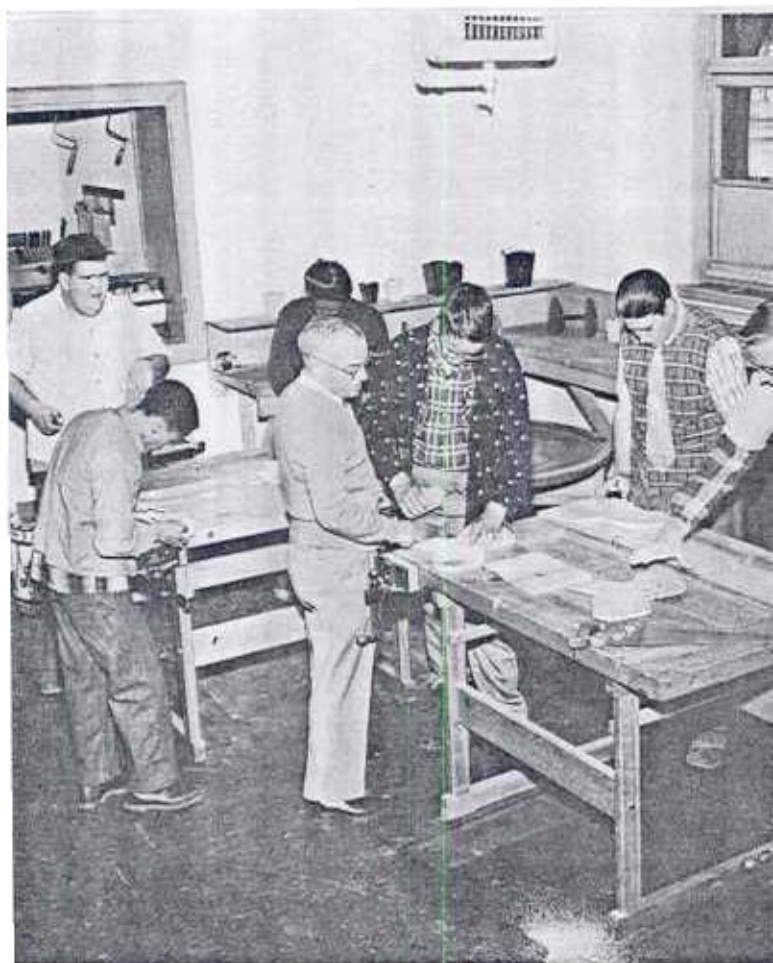
Important lessons in safety are taught to the young retarded child.

A nearby park provides an ideal place for nature study.



These children can often learn to read through patient, skilful teaching.

Working in the school shop is a favorite activity of the older boys.



CORRECTIVE SPEECH AND LIP READING

● **THOSE WITH SPEECH PROBLEMS
NEED**

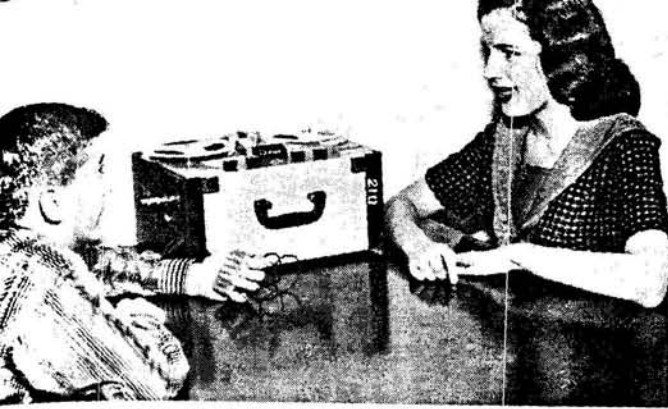
- early diagnosis and speech therapy
- to develop auditory discrimination
- frequent practice in making sounds correctly
- to learn to speak with rhythm and inflection
- to develop a pleasing voice
- to find pleasure in speaking

● **THOSE WITH MILD OR
MODERATE HEARING PROBLEMS
MAY NEED**

- to use amplification
- to learn to lip read
- to utilize what hearing they have
- corrective speech therapy

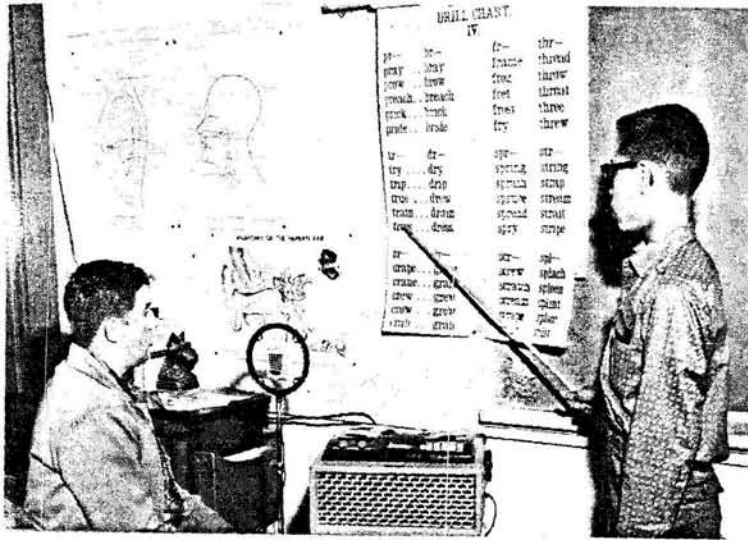
Screening first grade pupils for speech problems. "Sun, bicycle, bus," the 'S' is a hard sound for many six year olds.





Making a tape recording of their own voices for improvement through self analysis.

A few students at senior high school level continue to need corrective speech or lip reading.



Learning to produce the TH sound correctly — toothbrush, thimble, thread, and Thumper the Rabbit.





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